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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR** 2.009-2.010  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:**Kinder | | **Unit:** Sharing the Planet | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Explains different ways people close to them and themselves affect the air (Analysis) | | | | | | **Skills:** Speaking in L1  Listening | | | | | |
| **Materials:** Displays made by the children as a homework assignment | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Week from Jan 25 to 29 /10 | | | **Time:** 45 minutes | | |
| **Description** | | | | | | | | | | | |
| **Opening:** In a whole-group session teachers and children will revise the Central Idea, Key concept and learning experiences done during these 2 weeks about this Unit of Inquiry. | | | | | | | | | | | |
| **Main Activity:** In half groups, children will develop the Concentric-circles strategy to share their homework assignments about how people affect the air. teachers will write anecdotal records about the children´s appreciation towards this topic. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** In a whole-group session children and teachers will discuss general aspects about this topic, drawing a chart on the board where they will name positive and negative ways in which people affect the air.In their notebooks children will draw a simple chart, similar to the one drawn by the teachers with two examples of positive ways peple affect the air, and 2 negative ones, under the title of HOW PEOPLE AFFECT THE AIR. | | | | | | | | | | | |